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ABSTRACT

A deliberate, systematic approach is presented for assisting students with handicaps through the transition process from school to adult life. The key elements of transition are identified as: longitudinal vocational and independent living skills training; cooperative and interagency transition planning; parent, student, employer, and postsecondary involvement with school staff in the transition planning process; and community and professional awareness and support of multiple employment, living, and adult service options. Section I describes the student-centered transition process, including the underpinning philosophy. Section II contains statements for guiding the development of local procedures in the areas of: local coordinating group, long-range goals for students, assessment, curricula, student involvement, and parent involvement. Section III consists of a chart showing what transition planning does and does not do. The appendices provide copies of or information about local transition coordination groups and interagency resources in Maine, interagency strategies and agreements, sample individual transition plans, assessment bibliography, curriculum development areas, and parent questionnaires and checklists. Brief bibliographies and reference lists accompany some of the sections. (JDD)

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Implementing Student-Centered Transition in Maine Schools:

Guidelines for Developing Procedures and Practices

Maine Department of Educational and Cultural Services

January 1990

EC 231850

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John R. McKernan, Jr.
Governor

Eve M. Bither
Commissioner

DEPARTMENT OF
EDUCATIONAL AND CULTURAL SERVICES

Telephone (207) 289-5800

Dear Colleague:

Parents, educators, and rehabilitation professionals have become increasingly concerned about the future of handicapped students who graduate from or leave school programs. Many of these young people leave school hoping to find employment and are often frustrated by their inability to find work or the quality of the work which they obtain. The United States Commission on Civil Rights (1983) reported that unemployment rates among handicapped individuals are much higher than among non-handicapped individuals.

Based on the philosophy that the purpose of any education is to prepare children for self-fulfilling contributions to society, the real effectiveness of special programming lies in its ability to prepare children for success through programs that will result in the development of usable, marketable skills. Effective transitional programs are essential to meeting this end.

The traditional view of transition concentrates heavily upon the linking of services between school and adult opportunities. Will (1984) states that this view is no longer sufficient, commenting that "The transition from school to work and adult life requires sound preparation in the secondary school, adequate support at the point of school leaving, and secure opportunities and services, if needed, in adult situations" (p.1).

The Department of Educational and Cultural Services is committed to providing effective transition programs. In order to achieve these goals, the Department has developed this publication entitled, Implementing Student Centered Transition in Maine Schools: Guidelines for Developing Procedures and Practices. This guide expresses the philosophy of the Department of Educational and Cultural Services regarding transition. I hope you find it useful in your important daily work.

Sincerely,

Eve M. Bither

Eve M. Bither
Commissioner

EMB:RHB/gc

State House Station 23, Augusta, Maine 04333 — *Offices Located at* the Education Building

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Implementing Student-Centered Transition in Maine Schools was developed by the Division of Special Education of the Maine Department of Educational and Cultural Services in cooperation with the University of Southern Maine, Human Services Development Institute. The Department thanks members of the Student-Centered Transition Advisory Committee for their vision and diligence in developing these guidelines.

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Introduction

Transition is change — from one class to another, from one school to another, from a school setting to living and working in the community. Transition is "passage from one state, stage, or place to another" (Webster's New Collegiate Dictionary, 1977). Transitions are natural parts of everyone's life and are more or less smooth depending upon the quantity and adequacy of the planning and preparation for that transition.

Education strives to prepare all students for success in their next environment, whether that environment is continued formal education or some level of employment. Viewed in this manner, education is transition planning. One of the basic differences between education for typical and special education students is that the preparation of special education students must be more deliberately focused on "what comes next." This is because students with handicaps have traditionally been offered fewer choices and often face greater obstacles in determining and obtaining their future goals. Goal-oriented training is necessary for students with handicaps to be successful past high school.

The following document begins to address a deliberate, systematic approach to assisting students with handicaps through the transition process. The focus is on preparing the student specifically, rather than generically as typical students are prepared, for their next environment. The key elements of transition are:

a) longitudinal vocational and independent living skills training throughout the primary, middle and secondary years;

b) cooperative and interagency transition planning;

c) parent, student, employer and post-secondary involvement with school staff in the transition planning process; and

d) community and professional awareness and support of multiple employment, living and adult service options.

When these elements are in place, crossing the bridge from school to work and adult life can be a successful experience for all students with handicaps.

This publication is written for students, parents, educators, school boards, and community resource providers as a guide for establishing comprehensive transition planning for special education students in the school system, or for improving the transition planning currently in place. The guide has two purposes:

- to provide guidelines to assist local school districts in designing a transition process; and
- to identify resources to implement the procedural guidelines.

Although the focus of the publication is on special education students, the advisory committee believes the planning process would be beneficial for all students.

The impetus for this guide originated from studies evaluating the impact and effectiveness of transition services in Maine (Maine, 1987). An impact study conducted in 1986-87 found:

1) that schools with successful transition planning had formalized policies and procedures in place; and
2) that a significant number of schools in the study did *not* have formalized policies and procedures in place. This study concluded that there was a "direct relationship between program quality and the existence of regularly implemented policy and procedures" (p. iii, 1987).

The publication contains three sections. Section I describes the student-centered transition process including the underpinning philosophy. Section II contains statements for guiding the development of local procedures. Section III contains resources identified by the advisory committee that will assist with the implementation of transition planning. Because each community is different, these guidelines address what local schools should do, but not how they should do it.

Overview of the Transition Process

Philosophical Approach

The philosophy underpinning student-centered transition is summarized in the following:

- it is a process incorporated within the school's education program;
- it recognizes that active involvement of students and parents is central to the decision-making process;
- it emphasizes that planning and preparation for student independence must occur around all aspects of adult living in order for students to understand their options, raise their aspirations, choose a lifestyle and understand how to achieve this lifestyle; and
- it requires that participants in the planning share the responsibility for the total process and facilitate removal of barriers to cooperation and communication.

Definitions

The concept and philosophy underpinning the transition process is not new to educators or parents. Many of the terms used to describe the process, however, have taken on new meanings. The following pages offer the advisory committee's definition of these commonly heard terms.

Transition

The meaning of the term "transition" has evolved over the past few years. Nationally, transition has been perceived as a period of time which included high school, graduation, additional post-secondary education or adult services, and the initial years of employment. The Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education defined transition as "an outcome-oriented process encompassing a broad array of services and

experiences that lead to employment" (Will, 1984). The emphasis was on transition from school to work. The Transitional Services Coordination Act passed by the Maine Legislature in April 1986 more accurately reflects the committee's definition. Transition is defined as the

> "coordination of school-based efforts and services with those services that are or will be provided by adult service agencies in preparation for later employment, community integration and independent living" (Committee on Transition, 1988).

This definition recognizes the need to focus on community living as well as employment as important outcomes for students with handicaps.

For transition planning to occur, the community must recognize the need to accommodate a wide range of individual differences in social, residential, employment and continuing education settings. This cannot occur without changes in the ways communities have traditionally addressed the inclusion of adults with handicaps. Such changes should occur with greater ease through cooperative transition planning between schools, parents, students and community resources.

School-Based Resources

Schools possess a wide variety of resources, services and programs that are available to typical students depending in part on their interest and need. Schools need to employ a broad vision of how such programs and services can be used in order to create and carry out appropriate transition plans for students with handicaps. The broader vision of programs and services includes such things as: life centered career education; vocational education; cooperative education; guidance and counseling; health services; adult education; alternative education, as well as regular and special education classes.

Community Resources

Community resource providers play a vital role in assisting students to achieve their community living and employment goals and should be included when transition plans are being developed. These resources include a variety of services that are available locally. Examples of community resources are: human services; rehabilitation; mental health and mental retardation services; juvenile justice; employment and training programs; transportation and housing; post-secondary education; and civic groups and churches.

No single institution or agency can provide all the resources or opportunities that students may need before leaving the school setting, nor can any single institution or agency bear the sole responsibility for the preparation of students for life beyond school. While there are no entitlement programs for individuals with handicaps over age 20, there are numerous community resources that provide services based on eligibility and availability of funding.

Student-Centered Transition Planning

Student-centered transition means that students are actively involved in the planning process which focuses on their goals, desires and needs for the future.

The Transition Process

The concept of transition used in this guide includes identification of goals for the students' education programs as well as those related to community living, employment and post-secondary education. It has the following characteristics:

1. It is a student-centered individualized planning process which begins when students enter special education services.
2. It identifies long-range community living, post-secondary education and employment goals and incorporates these goals into Individualized Education Plans.
3. It takes advantage of community resource providers through their participation in the planning and provision of services at a time that is most appropriate.

4. It requires coordination and communication among students, their parents, schools, and community resource providers.

Each of these characteristics is discussed in the following:

1. *Student-centered individualized planning process begins when students enter special education services.*

The transition process enables every special education student to ask these questions, to find the answers, and to make decisions about their future: What quality of life do I want to have following school? What career do I want? Where do I want to live? What university or college should I attend? How do I interact with the broader community? Education should prepare all students with handicaps for work, community living and post-secondary education to their fullest extent possible. Learning to ask these questions begins when students enter school and continues until students leave school. Planning should identify students' needs through the entire year and include summer employment and training programs where appropriate. Education and community services should be designed jointly to assure maximum skill development by the student.

While the focus is on students, parents play a critical role in the planning process by contributing valuable insights about their children, by reinforcing the educational program in the home and by providing feedback on progress. Parents must be encouraged to be involved in the transition process and opportunities for their participation must be created.

2. *The transition process identifies long-range community living, post-secondary education and employment goals and incorporates these goals into the Individualized Education Plan.*

A wide variety of strategies should be made available to students to prepare them for community living, post-secondary education and employment. Students and parents, assisted by the transition planning team, are responsible for identifying the long-range goals and for devel-

oping strategies to achieve those goals. The following features of the transition process are described in more detail in the procedure statements on pages 10-12:

- Students' *long-range transition goals will be incorporated into the PET process.* Transition planning, as a natural process, occurs when it is viewed as a part of the PET and the *students'* life goals and progress towards these goals are discussed and reviewed.
- *Assessment* will be conducted to assist in determining the long-range goals and progress towards achieving these goals.
- Appropriate *curricula* will include skills and knowledge necessary for students to make informed decisions.
- An *Individual Transition Plans* consolidate the various services needed by students to move from the secondary education environment to the community. The plans reflect the students' goals, as well as responsibilities of the students, parents, schools and the various community service providers. These plans are recorded on a form as a companion to the IEP.

3. *Community resource providers participate in the planning and provision of services at a time that is most appropriate.*

Individuals representing community resources can assume two roles while students are still in school. One role is as consultant and the other is as service provider. There are two reasons to involve community resource providers in the role of consultant. Providers can give information to school personnel about available services, resources, programs and eligibility requirements. With this information the school, parents and students can then make appropriate plans for transition from the school setting. In addition, by knowing ahead of time about students' projected needs, adult service providers and community organizations can begin to develop or reallocate resources to meet those needs. The second role for community resources is that of providing direct services, when appropriate, to individual students while they are still in school. An important question often asked in transition planning meetings is who has financial responsibility for non-educational services. Decisions about financial

responsibility must be made on a case-by-case basis depending on the providers' eligibility requirements and service availability.

4. *The planning process requires coordination and communication among students, parents, schools, and community resource providers.*

Coordination and communication among students, parents, schools, adult services and community resource agencies must occur in order for there to be continuity in the students' plans. Information about students' progress must be coordinated and communicated year-to-year and from school building-to-school building and to adult services. School procedures to assure confidentiality must be followed in this process; however, the Family Rights Privacy Act does *not* prohibit sharing of information when appropriate procedures are followed.

There are special education students who will require extensive transitional planning to realize their goals. They will need more or different or very specific skills to move successfully into the next environment, be it higher education, on the job training or one or more services provided by community agencies.

The PET is the mechanism through which students' goals are planned and progress monitored. As students get closer to leaving school, the roles and responsibilities identified in students' individual plans will begin to shift from the school to the adult service provider and parents. When students exit school, sole responsibility for services will be with the provider and adult students or their parents.

Guidelines for Developing Procedures

The following are recommended procedures for implementing the student-centered transition process.

Create a Collaborative Partnership

The appropriate preparation of students for adult living depends on the existence of strong collaborative planning between the schools, community resources, post-secondary institutions, employers, parents, and students. Such collaboration will facilitate information sharing about the availability of services and resources in the community in order to match resources with students' needs.

Procedure Statement 1:

Each school district should establish, or join, a local coordinating group which will be responsible for the development of procedures to communicate information and coordinate services related to transition between the schools and community resources. (Appendix A contains a list of local transition groups in Maine.)

1.1 The functions of a local coordinating group will be identified and developed.

1.2 Membership on the committee and their roles will be defined.

1.3 A cooperative agreement will be developed and written. This agreement will identify information to be exchanged, establish a process for exchanging this information consistent with confidentiality requirements, and delineate the responsibility for delivery of services between the schools and the providers. (Appendix B identifies resources relative to interagency cooperative strategies and agreements.)

Incorporate Students Long-Range Goals Early in the PET Process

The Pupil Evaluation Team will identify the long-range goals and develop the plan for achieving the goals. The recommended procedures for implementing the process are contained in the following five statements:

Procedure Statement 1:

Each school district will insure that students' long-range goals and needs are identified, planned appropriately and communicated through the Pupil Evaluation Team (PET).

1.1 The PET will utilize its annual review process to evaluate long-range planning and short-term transition needs of special education students.

1.2 The PET will develop the IEP reflecting the total transition plan for each special education student no later than age thirteen or seventh grade or at the point of entry into special education if this occurs later. The IEP will cover transition goals, how the goals will be achieved and the responsible persons or agencies who will provide the services. This will be known as the student's Individual Transition Plan. (Appendix C contains sample Individual Transition Plan forms.)

1.3 The PET will identify representatives from school and community who can best develop and carry out the student's Individual Transition Plan.

1.4 The PET will designate a case manager or lead teacher who will be responsible for facilitating student and parent involvement, communicating progress to other team members and the next case manager. (Appendix D contains a sample interagency release of information form.)

Procedure Statement 2:

Each school district will insure that each special education student receives comprehensive and appropriate assessment to assist in the identification of long-range goals and to monitor progress toward achieving them.

2.1 The school will insure that an appropriate range of assessment methods and instruments are available to all special education students on an ongoing basis.

2.2 Assessment information will be used to develop student goals, plan students' programs, identify services and to monitor students' progress towards achieving their goals.

2.3 Assessment will cover student progress related to employment, independent living and/or continuing education. (Appendix E contains a bibliography of assessment resources).

Procedure Statement 3:

The school district will develop procedures to insure the use of appropriate curricula for all special education students in order to prepare them for adult living.

3.1 Each school will establish a method to review its K-12 curriculum in relation to ten competency areas to identify gaps.

3.2 The appropriate curricula will include the skills/knowledge necessary for students to make informed decisions in these ten areas:

- managing personal finances and spending
- managing a household
- caring for personal needs, health and the environment
- family living
- responsible citizenship
- managing leisure time
- community access
- interpersonal relationships, communication and an understanding of social, cultural, ethnic and gender groups
- employment, career and other opportunities for a productive life
- literacy, communication and choice-making

3.3 The school will establish procedures for the development of curricula and their periodic review.

Procedure Statement 4:

Each school district will develop procedures to insure the active involvement of students in the identification of and planning for their long-range goals.

4.1 Students will be informed about the planning process, the purpose and outcomes they can expect.

4.2 Students will be encouraged to attend PET meetings:

- to communicate their own goals;
- to participate in a continuous review of their educational programs; and
- to participate in the modification of their educational programs.

4.3 The school district will coordinate the time of PET meetings with students' schedules when appropriate.

Procedure Statement 5:

Each school district will develop procedures to encourage active parent involvement in the identification of and planning for their child's long-range goals.

5.1 Parents will be informed about the planning process, the purpose and outcomes they can expect for their child. (Appendix G contains sample forms to obtain parent information.)

5.2 Parents will be encouraged to attend PET meetings:

- to help determine their child's overall goals;
- to participate in a continuous review of their child's program in relation to the goals;
- to monitor the progress of their child; and
- to modify the program if necessary.

5.3 For those parents who are unable to attend the PET meetings the school will develop a method to involve them in that planning process.

Making Transition Succeed

All students with handicaps will benefit from transition planning. Some individuals can succeed in the post-school community by using only the services available to the general public. Students with moderate disabilities may require only a few services. Other students with severe physical and/or mental disabilities will qualify for and need many entitlement and eligibility programs. The important concept to remember is that *all areas of transition planning must be addressed with each student at the beginning of the IEP process, even though action may be taken in only certain areas. This allows all team members, especially the student, to visualize the future and what assistance may or may not be needed for successful adult living.*

TRANSITION PLANNING

does . . .	does not . . .
provide families current information about community resources.	simply distribute resource directories to all agencies.
help families identify areas in which adult services may be needed by their children.	operate (simply) as an information and referral "hotline".
identify as many appropriate alternate resources as is practical.	assume the authority to decide for a family what its young adult's needs are.
match needs of a child and family to the best available services in their community.	force agencies to provide services they don't normally provide.

TRANSITION PLANNING

does . . .	does not . . .
help families to get what they need from the best mix of available community resources.	emphasize any particular set of services or services from one particular agency.
assist families to establish one-to-one contact with representatives of selected adult services.	simply provide families with a list of names and phone numbers to call for help.
follow through to make sure that the family is linked to selected services.	control the assignment of families and young adults to other agency programs.
guide development of the IEP to assure necessary skills are taught.	create a separate document void of educational implications.
alert agency planners well in advance of the possible need for their services.	assume adult services provided by other agencies will be available when needed without active participation of agency representatives.
require active participation from adult service providers.	succeed without the linkage of adult service providers.

Source: Idaho Department of Education. *School to Community Transition: A Guide to Transition Planning.* Boise, ID, Augusta, 1986.

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2. Will, Madeline. (1984). *Bridge from School to Working Life. Programs for the Handicapped.* Washington D.C.: The Office of Special Education and Rehabilitative Services, Office of Information and Resources for the Handicapped.

3. Committee on Transition (December 1988). *Transition to Success in Maine Communities: Moving Forward into the 1990's to Complete a Statewide Service Network for Students with Handicaps Who Leave Maine's Schools: The Final Report of the Two-Year Demonstration Project Phase.* University of Southern Maine, Human Services Development Institute.

4. *Transition! School to Community. A Guide for Transition Planning.* This was developed by the Special Education Section of the Idaho State Department of Education. Idaho Department of Education, August, 1986.

5. *Illinois Transition Planning Guide (TPG).* Illinois Transition Project (1989). Southern Illinois University, Carbondale, IL.

6. *Life-Centered Career Education (LCCE) Curriculum* (Revised 1/87). University of Missouri-Columbia.

Appendix A

Local Transition Coordination Groups and Interagency Resources in Maine

Contacts for Local Transition Coordination Groups
October 1989

Southern Oxford County Council on Transition (SOCCOT)

Local Council Chair:
Bob Kennelly
BMR
200 Main Street
Lewiston, ME 04240
795-4500

Staff Contact:
Wendy Allen
The Progress Center
PO Box 68
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Local Council Chair:
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Aroostook Council on Transition (ACT)
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Presque Isle, ME 04789
764-2010

Southern:
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Roger Randall Center
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No. Maine VTI
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Presque Isle, ME 04769
764-6715

Northern:
Phil Dubois
Community H. School
55 Pleasant Street
Fort Kent, ME 04743
834-5603

Jobs, Employment and Training Local Coordination Council for Piscataquis and Penobscot Counties

Local Council Chair:
John Curran
President
Piscataquis High School
Guilford, ME 04443

Staff Contact:
Priscilla Doore
Abbot Center
PO Box 153
Abbot, ME 04406
876-3636

Lewiston/Auburn Area Council on Transition (LAACOT)

Local Council Chair:
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Special Ed. Director
Lewiston High School
Lewiston, ME 04240

Staff Contact:
Larry Marcoux
Lewiston/Auburn Area
Council on Transition
100 Pine Street
Lewiston, ME 04240
782-2273

Southern Kennebec Transition Council (SKTC)

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K.T. Stevens Woodworking
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Augusta, ME 04330
626-3429

Staff Contact:
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SKTC
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Augusta, ME 04338-2166
626-3429

Bangor Area Coordination Council (BACC)

Local Council Chair:
Ruey Yehle, Chair
BACC
Superintendent's Office
Hampden, ME 04444

Staff Contact:
Janet May, BACC
PO Box 3391
Brewer, ME 04412
941-2855

Employment Coordinating Council of Southern Maine (Cumberland & York Counties)

Contact:
Linda Albert, Chair 774-0314
Woodford's Inc., 587 Ocean Avenue, Portland, ME 04103

Washington County Transition Council

Contact:
Carol Leonard-Mahar 255-8641
Bureau of Rehabilitation, 100 Court Street, Machias, ME 04654

Northern Penobscot Council on Transition

Contact:
Sandy Gemmel 947-0511, ext. 424
Bureau of Rehabilitation, 396 Griffin Road, Bangor, ME 04401

Northern Oxford County Council on Transition (NOCCOT)

Contact:
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SAD #43, Mexico High School, Highland Terrace, Mexico, ME 04257

Sebasticook Area Transition Council (Newport & Pittsfield areas)

Contact:
Ann Holt 938-4522
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Hancock County Transition Council

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Harold Connors, Chair 667-9729
Boggy Brook Vocational Center
Box 37, Boggy Brook Road
Ellsworth, ME 04605

Appendix B

Interagency Strategies and Agreements

◆

Southern Oxford County Cooperative Agreement

◆

Bibliography

Southern Oxford County Cooperative Agreement

Mission

This cooperative agreement among MSAD #17, MSAD #39, Southern Oxford Vocational Region ll, Lake Region Vocational Center, Bureau of Mental Retardation (Region 4), Mountain Valley Training Program, Bureau of Rehabilitation (Region 2) is designed to:

- provide coordinated services for youth with special needs who are in the transition process from school to community in Southern Oxford County and the Town of Harrison.

Confidentiality

Each agency and school system will follow current confidentiality procedures.

Responsibilities

- No later then age 15 or Grade 9, all students who are receiving special education will be reviewed by the Pupil Evaluation Team to determine if the student should be referred to the Bureau of Rehabilitation, Vocational Education and/or the Bureau of Mental Retardation for Transition Planning. Each case manager for educational services, with Parent's Permission, will make the referral to the vocational teacher, the vocational rehabilitation or eye care counselor and/or BMR intake worker to arrange a case conference to review the referral and to assure they are part of future PET meetings.

- In the case of students with disabilities who are not receiving special education services, those students who have been identified to the director of special education by other school personnel shall be referred by the director prior to the student's fifteenth birthday.

- If the youth with special needs is not eligible for vocational rehabilitation, eye care or BMR services or the vocational education placement is not appropriate, a written reason will be given to the case manager for educational services. In the case of students with disabilities who are not receiving special education services the written reason shall be given to the director of special education.

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*Exception: Bureau of Rehabilitation Region 1 and Bureau of Mental Retardation Region 5 cover Harrison. Those two offices are not covered by this agreement.

- Referral information:

  In order to assist teachers, counselors and caseworkers to better plan to determine eligibility and appropriateness of the student's services, a student profile shall be included in referral information:

  - When students transfer between junior high school and high school
  - From the high school to the Region 11 or Lake Region Vocational Center
  - From the local school to the Bureau of Rehabilitation, to the Bureau of Mental Retardation or to the Mountain Valley Training Program

  At a minimum such information will include:

  - Available medical, social, psychological, vocational evaluation reports that are no older than three years.
  - Summary of the student's job experiences to include strengths, needs and interests.

- In order to facilitate coordinated planning for students who have been referred to agencies, a mid-year progress check between the teacher and appropriate agency counselor or staff will be held. Each January the Directors of Special Education in MSAD #17 and 39 will notify teachers that it is time to contact the vocational teachers and agency caseworkers or counselors to schedule a progress review.

- Student Drop Outs

  It may be the responsibility of the exit PET, with student or parent permission, to refer to the Bureau of Rehabilitation, Bureau of Mental Retardation and/or Mountain Valley Training Program any student who has dropped out of school and who was receiving special education services at the time. For students with disabilities who were not receiving special education services, referral shall be the responsibility of the director of special education upon notification by the school administration that the student has dropped out. Cooperation and involvement of the schools' Positive Action Committees will be sought in this process.

  For students who have voluntarily withdrawn from school, who are applicants or clients of the Bureau of Rehabilitation, the Mountain Valley Training Program or the Bureau of Mental Retardation, and who wish to return to regular day school or adult education, the individual's vocational rehabilitation, Mountain Valley Training employment counselor or Bureau of Mental Retardation caseworker shall assist the individual in enrolling.

Transition from school to adult services

- As part of the transition process, each student identified by the PET as needing services after leaving school, will have a planning meeting. All involved teachers, vocational rehabilitation, eye care, Mountain Valley Training, guidance counselors and/or Bureau of Mental Retardation case-workers, parents and student will be invited to develop a transition plan. This plan shall include goal, objectives, services and responsibilities and shall be coordinated with any other plan the student may have.

  Each agency, identified in the individual transition plan shall be responsible only for those activities so indicated.

  It is agreed that while the student is enrolled in school the lead transition planner shall be a case manager for educational services, guidance counselor or some other school representative. At the beginning of the last year of school, any student who will require continued services from the Bureau of Rehabilitation, Bureau of Mental Retardation and/or Mountain Valley Training Program upon termination from school shall have a transition case manager identified from one of those agencies.

In-Service Education and Evaluation

- Each fall one inservice program will be provided for all secondary principals, assistant principals and guidance counselors, vocational education administrators, secondary and vocational education teachers, Bureau of Rehabilitation Region 2 administrators and counselors, Bureau of Mental Retardation Region 4 administrators, intake workers and caseworkers and Mountain Valley Training staff. This inservice shall be for the purpose of sharing information about each other's programs, services and processes.

- The parties to this agreement will review and revise it, as needed, each spring.

- This agreement becomes effective November 1, 1988.

_____ _____

Kenneth Smith, DATE
Superintendent MSAD #17

_____ _____

Scott Myers, DATE
Superintendent MSAD #39

_____ _____

Marjorie Gray, DATE
Director of Special Education, MSAD #17

Thomas Wiles, Director of Special Education, MSAD #39	DATE
Director, Mountain Valley Training Program	DATE
Carolyn Chaplin, Director, Lake Region Vocational Center	DATE
James McKinney, Jr. Director, Southern Oxford County Vocational Region 11	DATE
David Fish, Regional Manager, Bureau of Rehabilitation	DATE
William Twarog Regional Administrator Bureau of Mental Retardation	DATE

Bibliography

Ideas and Practices in planning and conducting interagency agreements are available in these resources:

1. *The Interdependent Community: Collaborative Planning for Handicapped Youth (Leader's Handbook).* Paul Ferrini, Bradford L. Mathews, June Foster, Jean Workman, May 1980. Available from Technical Education Research Centers, 44 Brattle Street, Cambridge, MA 02138. A program-oriented guide for implementing collaborative planning; provides step-by-step comprehensive instructions for leading regional or county administrators and service agencies through the process of developing a concrete action plan.

2. *Coordinating Services to Handicapped Children: A Handbook for Interagency Collaboration.* Edited by Jerry O. Elder and Phyllis R. Magrab, 262 pages, 1980. Available from Paul H. Brooks, Publisher, P.O. Box 10624, Baltimore, MD 21204. $13.95. A detailed examination of interagency cooperation; focuses on processes and attitudes necessary for cooperation.

3. *Planning for Services to Handicapped Persons: Community, Education, Health.* Edited by Phyllis R. Magrab and Jerry O. Elder, 271 pages, 1979. Available from Paul H. Brooks, Publisher, P.O. Box 10624, Baltimore, MD 21204. $14.50. A comprehensive introduction to interagency collaboration; demonstrates how existing planning processes in the human services fields can be used to develop a coordinated delivery system.

4. *Interagency Collaboration: A Sampling of Agreements.* Beverly Osteen and Andrea Proner, 1980. Available from Project Forum, National Association of State Directors of Special Education, 1201 Sixteenth Street, NW, Washington, D.C. 20036. Contains 25 examples of state and local interagency agreements representing a variety of human service agencies, purposes, provisions, and populations to be served.

5. *Creating Interagency Projects — School and Community Agencies.* Joseph Ringers, Jr., October 1977, 55 pages. Available from Community Collaborators, PO Box 5429, Charlottesville, VA 22903. $3.95. This manual discusses basic principles and concepts for the facilitator in interagency collaboration. Includes strategies and techniques for leadership, how to influence bureaucracies, create linkages, involve the community, and solve problems.

6. *A Compendium of Interagency Agreements: Vocational Education, Special Education, and Vocational Rehabilitation, Policy Research and Resource Series: Document 5.* L. Allen Phelps, June 1981, 380 pages. Available from Leadership Training Institute/Vocational and Special Education College of Education, University of Illinois, Urbana-Champaign, IL 61801. Contains results of national survey of state agencies on status of state level interagency agreements and future research needs in the field; 29 interagency agreements are included, also a process model for establishing interagency cooperative services agreements for secondary students.

7. *Resource Report No. 3: The Continuing Evaluation of Regular and Special Education Collaboration.* Judith M. Grayson, Diane Arnold, Susan Hocevar, and Lyn Starr, March 1980, 19 pages. Available from the 12 Regional Resource Centers. Describes current practice, present needs, and potential solutions for regular and special education collaboration; especially valuable as introduction to the interagency collaboration process.

8. *Interagency Collaboration of Full Services for Handicapped Children and Youth.* Regional Resource Center Task Force on Interagency Collaboration, August 1979, 746 pages. Available from the 12 Regional Resource Centers. Multi-volume technical assistance package presents a comprehensive approach to interagency collaborative agreements; includes procedures for development and implementation at state and local levels, also a matrix of the responsibilities of five major Federal programs that serve the handicapped.

9. *Interagency Casebook.* Technical Assistance Development System, Suite 500, NCNB Plaza, Chapel Hill, NC 27514. 1982. Monograph describes research issues and major activities in planning and implementing interagency efforts to serve young handicapped children, also gives case examples of promising interagency practices. TADS is also publishing a paper, "Interagency Evaluation," that describes the state-of-the-art in evaluating interagency efforts to serve young handicapped children and offers strategies to assist in this effort.

Source: Special Ideas for Educating Handicapped Children and Youth Bulletin III-1, New England Regional Resource Center, c/o The Network, Inc., 290 South Main Street, Andover, MA 01810. Telephone: 617/470-1080.

10. *How to Develop a Community Network Pathfinder*
5000 West Thirty-ninth Street, Minneapolis, Minnesota 55416
Published 1987

11. *The Independent Community: Collaborative Planning for Handicapped Youth — Leader's Handbook*
Technical Education Research Centers
44 Brattle Street, Cambridge, Massachusetts 02138 Published 1980
Paul Ferrini, Bradford L. Matthews, June Foster, Jean Workman

12. *Interagency Coordination in the Illinois Employment and Training System: A Blueprint*
Center for Governmental Studies, Northern Illinois University, DeKalb, Illinois 60115 Published 1982
Alex Pattakos, Russell L. Smith

13. *Training and Employment Models for Youth with Severe Handicaps*
Department of Rehabilitation Medicine, Maine Medical Center
22 Bramhall Street, Portland, ME 04102 Published 1988
Richard Balser

Appendix C

Sample Individual Transition Plans

◆

Pages 31 to 34 — Illinois

◆

Pages 35 to 38 — Idaho

◆

Sample of Maine forms can be obtained by contacting local transition groups identified in Appendix A

TPG 1 or 2 (Circle)

Illinois Transition Project (1989).
Southern Illinois University
Carbondale, IL 62901

Transition Planning Guide (TPG)

(Use Directions Manual to Complete This Form.)

I. Descriptive Information

A Demographic Data:

1. Name: Last_____ First_____ 2. Sex: M F
3. DOB: Mo.____/Day____/Year_____ 4. ISBE # _ _ _ _ _ _ _ _ _ _ _ _ _
5. Disability Category - (Check ✓ one)
   S/PMH ☐ TMH ☐ EMH ☐ LD ☐ BD ☐ EH ☐ PH/C ☐ HH ☐ VI ☐ OHI ☐ SP/L ☐
   DEAF ☐ DB ☐ Other ☐(Describe)_____
6. Ethnic Code - (Check ✓ one) W ☐ B ☐ H ☐ A ☐ I ☐
7. Anticipated Date of Public School Exit: .....

B. Secondary School Experience

	School Year In Which Transition Planning Was Discussed			
1. Name of School (Write in)				
2. Type of School (Check ✓ one)				
a. High School				
b. Jr. High/Middle School				
c. Elem. School or K-8 School				
d. Special School (Public)				
e. Special School (Private)				
f. Other (Describe)_____				
3. Program Placement (R=>50% Reg. Ed.; S=>50% Sp. Ed.)				

II. Transition Planning Participants

A. Date(s) of Formal Transition Plan Discussion. .....

B. Consumer, School and Non-School Participants in Transition Planning
(Check ✓ if involved in transition planning activities; circle ✓ if in attendance at formal transition plan discussion. Asterisk* non-school services or agencies in which the student is a consumer or client.)

1. Consumer				
a. Student				
b. Parent(s)/Guardian)				
2. School(Optional to write in name of participant)				
a. Special Education Teacher(s).....				
b. Special Education Administrator				
c. Vocational Education Teacher				
d. Vocational Education Administrator				
e. Speech/Language Therapist.....				
f. Physical and/or Occupational Therapist.....				
g. Psychologist.....				
h. Social Worker.....				
i. Prevocational Coordinator				
j. Guidance Counselor.....				
k. Other(Describe)_____				
3. Non-School (Optional to write in name of participant)				
a. DORS Counselor/VAC				
b. Community College Representative				
c. Residential Services Provider				
d. Employment Services Provider				
e. Employer				
f. Developmental Training Provider				
g. Division of Services for Crippled Children				
h. Adult Services Case Coordinator				
i. DCFS Case Manager				
j. JTPA Representative				
k. Other (Describe) _____				

Content Of This Form Is Advisory, Not Binding on the IEP Process

III. Desired Post-School Outcomes (Identify unavailable services with an asterisk *.)

School Year In Which Transition Planning Was Discussed

A. Employment (Check √ one)

1. None Due to Expected Enrollment in Post-Secondary Ed..				
2. Competitive Employment (No Need for Support).....				
3. Competitive Employment (Time-Limited Support).....				
4. Supported Employment (Infrequent Support).....				
5. Supported Employment (Daily Support).....				
6. Sheltered Employment.....				
7. Other (Describe)_____				
_____				
_____				

B. Post-Secondary Education or Training (Check √ one)

1. None Due to Expected Post-Secondary Employment....				
2. Community College or University (No Need for Support).				
3. Community College or University (Needs Support).....				
4. Technical/Trade School (No Need for Support).....				
5. Technical/Trade School (Needs Support).....				
6. Adult Education Class(es) (No Need for Support).....				
7. Adult Education Class(es) (Needs Support).....				
8. Adult Education Class(es) (Special Class).....				
9. Developmental Training II.....				
10. Developmental Training I.....				
11. Other (Describe) _____				
_____				
_____				

C. Residential (Indicate ① for immediate and ② for long term outcome)

1. With Parents or Relatives.....				
2. Independent Living (No Need for Support).....				
3. Independent Living (Time-Limited Support).....				
4. Independent Living (Ongoing, But Infrequent Support)..				
5. Independent Living (Daily Support).....				
6. Group Home Living (Supervision).....				
7. Group Home Living (Supervision and Training)				
8. Group Home Living (Skilled Nursing).....				
9. Other (Describe)_____				
_____				
_____				

Comments:

Comments:

Comments:

Comments:

Content Of This Form Is Advisory, Not Binding on the IEP Process

IV. Services Needed in Next Year to Attain Desired Post-School Outcomes (Check √ all that apply)

- Responsible party or appropriate program should be written in box.
- Circle Ⓥ services that were actually provided.
- Identify unavailable services with an asterisk*.

	School Year In Which Transition Planning Was Discussed			
	19 19	19 19	19 19	19 19
A. Vocational Evaluation				
1. Interests and Aptitudes				
2. Work Sample Assessment				
3. Situational Assessment - Community				
4. Other (Describe)_____				
B. Career/Voc. Ed. Class(es)				
1. No Special Support				
2. Support in Reg. Class				
3. Special Class				
4. Other (Describe)_____				
C. Work Experience				
1. Classsroom-Based Training				
2. School Based Voc. Experience				
3. Community Work Experience (No Need for Support)				
4. Community Work Experience (Infrequent Support)				
5. Community Work Experience (Daily Support)				
6. Other (Describe)_____				
D. Community-Based Instruction				
1. Domestic Skills				
2. Recreation/Leisure				
3. Community Skills				
4. Social Skills				
5. Other (Describe)_____				
E. Other Services				
1. Employment Placement Assistance and Counseling				
2. Income Support				
3. Medical Services				
4. Transportation (Assistance Needed for Community Travel)				
5. Case Management/Case Coordination				
6. Guardianship/Advocacy				
7. Other (Describe)_____				

	Comments:
	Comments:
	Comments:
	Comments:

Content Of This Form Is Advisory, Not Binding on the IEP Process

V. Exit / Follow-Up Assessment

Date of Interview Mo.____/Day____/Year_____
Interviewer:_____

A. Basic Information

1. Date of Public School Exit: Mo.___ Yr.___
2. Reason For Exit: a. graduation___ b. drop-out___ c. completion of eligibility___ d. other_____
3. Parent/Guardian Contact Information: Name(s)_____
   Street:_____
   City:_____, St:____ Zip:_____
   Phone Number(s): (___)___-____ (___)___-____

B. Employment:

1. Does *person* currently have a job? .....yes___ no___(if no go to B10)
2. What is *person's* current job?
3. How long has person had this job? ___days___ weeks___ months
4. How many hours per week does person work? _____ hours/week
5. What is *person's* pay (for this work)? (Answer one) _____ per hour _____ per week _____ per year
6. How satisfied are you(parent) with *person's* job? a. very___ b. somewhat___ c. not very___ d. not at all___
7. How satisfied is person with this job? a. very___ b. somewhat___ c. not very___ d. not at all___
8. If person is employed, is any agency or service involved at this time? ___yes___ no___(if no skip B9)
9. Name the agency or service _____
10. Is person in need of employment assistance from an adult agency or service? ___yes___ no___(If yes, describe) _____

C. Post-Secondary Education:

1. Is *person* receiving any post-high school educational services? .....yes___ no___(if no go to C6)
2. Where is *person* receiving these educational services?
   a. university___ b. community college___ c. sheltered workshop___ d. other (describe)_____
3. How satisfied are you with these educational services?.. a. very___ b. somewhat___ c. not very___ d.not at all___
4. How satisfied is *person* with educational services?.... a. very___ b. somewhat___ c. not very___ d. not at all___
5. If *person* is involved in post-secondary educational services, does *person* receive assistance from any agency or support service? yes___ no___ (if yes describe)_____
6. Is *person* in need of post-secondary education services .....yes___ no___(If yes describe)_____

D. Residential:

1. Where does *person* live now? a. parent/guardian___ b. alone___ c. with spouse or roommate___ d. group home___
   e. other: (describe)_____
2. If *person* lives at home, how likely will *person* eventually live away from home?
   a. definitely___ b. probably will___ c. probably won't___ d. definitely won't___ e. don't know___
3. Do you see this *person's* residential situation changing in the next five years? ___yes___ no
4. Describe the residential arrangement that you anticipate for this individual in the future: _____
5. How satisfied are you with *person's* present residential situation? a. very___ b. somewhat___ c. not very___
   d. not at all___
6. How satisfied is *person* with present residential situation? a. very___ b. somewhat___ c. not very___ d. not at all___
7. Is any agency or service involved with *person's* residential situation at this time? ___yes___ no___
8. Name the agency or service _____
9. Do you or *person* need assistance from an agency or service.. .....yes___ no___(If yes, describe) _____
10. How frequently does *person* make purchases in stores or restaurants? a. daily___ b. weekly___ c. monthly___ d. yearly___
11. How frequently does *person* attend community social events? a.daily___ b.weekly___ c. monthly___ d. yearly___

E. Previous High School Experience:

1. How satisfied are you with *person's* high school program? . a. very___ b. somewhat___ c. not very___ d. not at all___
2. How satisfied are you with *person's* transition planning? . . a. very___ b. somewhat___ c. not very___ d. not at all___
3. What were the strengths and weaknesses of *person's* high school program?_____

Content Of This Form Is Advisory, Not Binding on the IEP Process

BEST COPY AVAILABLE

SAMPLE 1

IDAHO INDIVIDUAL TRANSITION PLAN

SUMMARY OF ANNUAL TRANSITION PLANNING AREAS

Student's Name _____ Date of Birth _____

School _____ Projected Date of Graduation or Program Completion _____

Facilitator _____

DIRECTIONS: Address all nine transition areas yearly, even though action may be taken only in specific areas.

Indicate with a checkmark: 1) the area(s) in which planning is occurring;
2) the area(s) that are IEP related

TRANSITION PLANNING AREAS	Year 1 Date _____ Age _____		Year 2 Date _____ Age _____		Year 3 Date _____ Age _____		Year 4 Date _____ Age _____		Year 5 Date _____ Age _____	
	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED
1. Financial/ Income										
2. Voc Train/ Placement, Post Sec Ed										
3. Living Arrangements										
4. Personal Management										
5. Leisure/Rec										
6. Transportation										
7. Medical Services										
8. Advocacy/ Legal Serv										
9. Personal/ Family Rel										
10. Other										

TRANSITION PLANNING AREAS

FINANCIAL/INCOME
- Earned Income
- Unearned Income (gifts/dividends)
- Insurance (life, annuities)
- General Public Assistance (H & W)
- Food Stamps
- Supplemental Security Income (SSI)
- Social Security Benefits
- Trust/Will or Similar Income
- Other Support

LIVING ARRANGEMENTS
- With Family
- Adult Foster Care
- Intermediate Care Facility for Mentally Retarded (ICF/MR)
- Shelter Care Group Home
- Specialized Shelter Care Group Home (training)
- Semi-independent (supervised) living
- Share Living (roommate)
- Independent Living (own house/ apartment)
- Other

LEISURE/RECREATION
- Specialized Recreation/Social Activities (Special Olympics, People First)
- Sports or Social Clubs (YMCA, Scouts, health clubs)
- Community Center Programs
- Community Colleges (craft classes, art, music)
- Parks and Recreation Programs
- Hobby Clubs
- Independent Activities (e.g., bowling, tennis, etc.)
- Church Groups

MEDICAL SERVICES/RESOURCES
- Medical Care: Intermittant Care, Daily (long-term) Care
- Medical Services: General Medical Services (check-ups, etc.), Medication Supervision, Dental Care
- Medical/Accident Insurance
- Financial Resources Group Policy Available, Individual Policy, Medicaid, Other

VOCATIONAL TRAINING/PLACEMENT
POST SECONDARY EDUCATION
- On The Job Training (OJT)
- Joint Training Partnership Act (JTPA)
- Community Colleges/Universities
- Vocational Technical Centers
- Community Based Education & Training
- Competitive Employment
- Supported Work Models
- Volunteer Work
- Rehabilitation Facilities

PERSONAL MANAGEMENT
- Household Management
- Money Management
- Social Skills
- Hygiene Skills
- Personal Counseling/Therapy: Behavioral, Occupational, Physical, Speech/Language/Hearing, Vision, Drug/Alcohol Abuse, Family Planning/ Sex Education
- Personal Care Services
- Safety
- Parenting skills

TRANSPORTATION
- Independent (own car, bicycle, etc.)
- Public Transportation (bus, taxi, train)
- Specialized Transportation (wheelchair van)
- Specialized Equipment (electric wheelchair)
- Transportation

ADVOCACY/LEGAL SERVICES
- Guardianship/Conservatorship
- Wills/Trusts, Other

PERSONAL/FAMILY RELATIONSHIPS
- Counseling: Genetic, Family, Individual, Marriage, Crisis
- Health Aide/Home Attendant
- Support Group
- Respite Care
- Tax Deduction for Developmentally Disabled Individuals Who Reside at Home
- Visiting Arrangements
- Churches

INDIVIDUAL TRANSITION PLAN FOR: _____ PAGE _____

DATE: _____

TEAM MEMBERS: _____

TRANSITION AREA(S)	RECOMMENDATIONS FOR PLACEMENTS, SERVICES, OR OTHER OPTIONS	RESPONSIBILITIES					
		PARENT/GUARDIAN/STUDENT		SCHOOL		ADULT SERVICE PROVIDER	
		ACTION	TIME LINE	ACTION	TIME LINE	ACTION	TIME LINE

Appendix D

Confidentiality

◆

Sample Interagency Release of Information Form

Interagency Release of Information

Originating Agency: _____

Date: _____

I consent to the exchange of information among the agencies listed below. This information will only be used to plan an educational-vocational program for _____ _____. This information may include educational performance, vocational performance, evaluations, medical and/or psychological records, and social service information. This consent is voluntary and may be revoked at any time.

_____
Parent/Legal Guardian/Student Signature

_____
Date

Agencies: _____

_____

_____

_____

_____

_____

_____

_____

Used with permission of the Southern Oxford County Coordinating Committee, Maine.

Appendix E

Assessment Bibliography

- *Curriculum-Based Vocational Assessment Handbooks* for:
  The Severely Handicapped
  The Moderately Handicapped
  The Mildly Handicapped
  Department of Special Education
  University of Hawaii
  1776 University Avenue
  Honolulu, Hawaii 96822
  Published - No date given
  Robert Stodden Ph.D., Kenneth Meehan Ph.D., Sarah Hodell Ed.D., Sarah Simpson-Ussery M.S.

- *Assessment of Secondary Age Students*
  Division of Special Education
  Department of Educational and Cultural Services
  Augusta, Maine 04333
  Published December 1982
  Richard Bartlett et al.

- *Resource Guide for Vocational Assessments*
  Contact: Kathyrn Foran
  Maine School Administrative District #71
  Kennebunk, Maine
  Published - No date given
  Karin Olson, Beth Hazen, Stephen Mickeriz

- *Vocational Evaluation and Assessment in School Settings*
  Research and Training Center
  Stout Vocational Rehabilitation Institute
  University of Wisconsin-Stout
  Menomonie, Wisconsin 54751
  Published 1982
  Paul M. McCray

- Issues papers compiled from the First, Second and Third National Forums on Issues in Vocational Assessment
  Published 1984, 1986 and 1987
  Materials Development Center
  Stout Vocational Rehabilitation Institute
  School of Education and Human Services
  University of Wisconsin-Stout
  Menomonie, Wisconsin 54751

Appendix F

Curriculum Development Areas

◆

Pages 49 to 52 — Life-Centered Career Education, Missouri

◆

Bibliography

The LCCE Curriculum

The Life-Centered Career Education (LCCE) curriculum is a widely-used approach to career/life skills instruction. Published by The Council for Exceptional Children (Brolin, 1978, 1983), the curriculum is designed to be used with students who are from kindergarten age to those who are adults.

The LCCE model promotes the student's acquisition of 22 major competencies which fall into three major categories: daily living, personal-social, and occupational. These 22 competencies represent what research, practitioner experience, and expert opinion have deemed essential for successful career development. When the 22 competencies are broken down, the 97 subcompetencies result, which represent more specific abilities students should acquire. The relationships among the three curriculum areas, the 22 competencies, and the 97 subcompetencies are depicted on the succeeding pages.

Academic skills are not addressed directly in the LCCE approach to educating students. Rather they are incorporated into the 22 competencies (and their subcompetencies), thus providing support for the three major curriculum categories.

The LCCE curriculum is currently being implemented in numerous school districts throughout the country. It is held in high regard by educators who find it to be a useful tool for the instruction of career/life skills.

Life-Centered Career Education: A Competency Based Approach. Revised Edition (1983). Reston: The Council for Exceptional Children. Donn E. Brolin, Editor.

The Life-Centered Career Education (LCCE) Inventory

The Competency Assessment Inventory (CAI) Project has as its specific goal the production of a test to accompany the *Life-Centered Career Education: A Competency Based Approach* (LCCE) Curriculum, published by The Council for Exceptional Children (Brolin, 1978, 1983). The LCCE curriculum represents a compendium of work done during the past 15 years by Donn Brolin (Project Director) and his associates, and is widely used throughout the country to teach special education students important skills that facilitate their successful transition from school to work. The CAI Project, funded for three years by the U.S. Department of Education, Special Education Programs, is a natural extension of this earlier work and will culminate with the publication of an LCCE Inventory in 1988.

The LCCE Inventory should be a welcome addition to the field of special education and prove to be a valuable tool to educators who are focusing on the transition needs of their students. The Inventory will actually consist of two instruments: a standardized test and a non-standardized "made for teachers" test. Although both of these measures will be valuable to the teacher of children with special needs, each of them will serve a unique purpose in the

assessment of their needs and abilities.

The characteristics of the standardized version (*Version A*) of the LCCE Inventory are:

- twenty batteries consisting of a set of tests, one for most of the LCCE sub-competencies.
- each subcompetency test requires approximately 30 minutes to administer; number of items per test is 20.
- each test is domain referenced and yields results which indicate whether an examinee has mastered the knowledge of the specific LCCE subcompetency being measured.
- the set of tests have been developed for students with mild handicaps (Educable Mentally Handicapped and Severe Learning Disabled) students in grades 7-12; however, they will be appropriate to use with other students.
- each test can be used by classroom teachers as a pre/post test in order to make decisions about a student's instructional needs.

For more information contact: College of Education, Department of Educational and Counseling Psychology, Life Centered Career Education/Competency Assessment Inventory, LCCE/CAI Project, 111 Education Building, Columbia, Missouri 65211, Telephone: 314/882-7775.

LIFE-CENTERED CAREER EDUCATION (LCCE) CURRICULUM (Revised 1/87)

Curriculum Area	Competency	Subcompetency: The student will be able to:						
DAILY LIVING SKILLS	1 Managing Personal Finances	1 Count money & make correct change	2 Make responsible expenditures	3 Keep basic financial records	4 Calculate & pay taxes	5 Use credit responsibly	6 Use banking services	
	2 Selecting & Managing a Household	7 Maintain home exterior/interior	8 Use basic appliances and tools	9 Select adequate housing	10 Set up household	11 Maintain home grounds		
	3 Caring for Personal Needs	12 Demonstrate knowledge of physical fitness, nutrition & weight	13 Exhibit proper grooming & hygiene	14 Dress appropriately	15 Demonstrate knowledge of common illness, prevention & treatment	16 Practice personal safety		
	4 Raising Children & Meeting Marriage Responsibilities	17 Demonstrate physical care for raising children	18 Know psychological aspects of raising children	19 Demonstrate marriage responsibilities				
	5 Buying, Preparing & Consuming Food	20 Purchase food	21 Clean food preparation areas	22 Store food	23 Prepare meals	24 Demonstrate appropriate eating habits	25 Plan eat balanced meals	
	6 Buying & Caring for Clothing	26 Wash clean clothing	27 Purchase clothing	28 Iron, mend & store clothing				
	7 Exhibiting Responsible Citizenship	29 Demonstrate knowledge of civil rights & responsibilities	30 Know nature of local, state & federal governments	31 Demonstrate knowledge of the law & ability to follow the law	32 Demonstrate knowledge of citizen rights & responsibilities			
	8 Utilizing Recreational Facilities & Engaging in Leisure	33 Demonstrate knowledge of available community resources	34 Choose & plan activities	35 Demonstrate knowledge of the value of recreation	36 Engage in group & individual activities	37 Plan vacation time		
	9 Getting Around the Community	38 Demonstrate knowledge of traffic rules & safety	39 Demonstrate knowledge & use of various means of transportation	40 Find way around the community	41 Drive a car			
PERSONAL-SOCIAL SKILLS	10 Achieving Self Awareness	42 Identify physical & psychological needs	43 Identify interests & abilities	44 Identify emotions	45 Demonstrate knowledge of physical self			
	11 Acquiring Self Confidence	46 Express feelings of self worth	47 Describe others perception of self	48 Accept & give praise	49 Accept & give criticism	50 Develop confidence in oneself		
	12 Achieving Socially Responsible Behavior	51 Develop respect for the rights & properties of others	52 Recognize authority & follow instructions	53 Demonstrate appropriate behavior in public places	54 Know important character traits	55 Recognize personal roles		
	13 Maintaining Good Interpersonal Skills	56 Demonstrate listening & responding skills	57 Establish & maintain close relationships	58 Make & maintain friendships				
	14 Achieving Independence	59 Strive toward self-actualization	60 Demonstrate self-organization	61 Demonstrate awareness of how one's behavior affects others				
	15 Making Adequate Decisions	62 Locate & utilize sources of assistance	63 Anticipate consequences	64 Develop & evaluate alternatives	65 Recognize nature of a problem	66 Develop goal seeking behavior		
	16 Communicating with Others	67 Recognize & respond to emergency situations	68 Communicate with understanding	69 Know subtleties of communication				
OCCUPATIONAL GUIDANCE AND PREPARATION	17 Knowing & Exploring Occupational Possibilities	70 Identify remunerative aspects of work	71 Locate sources of occupational & training information	72 Identify personal values met through work	73 Identify societal values met through work	74 Classify jobs into occupational categories	75 Investigate local occupational & training opportunities	
	18 Selecting & Planning Occupational Choices	76 Make realistic occupational choices	77 Identify requirements of appropriate & available jobs	78 Identify occupational aptitudes	79 Identify major occupational interests	80 Identify major occupational needs		
	19 Exhibiting Appropriate Work Habits & Behavior	81 Follow directions & observe regulations	82 Recognize importance of attendance & punctuality	83 Recognize importance of supervision	84 Demonstrate knowledge of occupational safety	85 Work with others	86 Meet demands for quality work	87 Work at a satisfactory rate
	20 Seeking, Securing & Maintaining Employment	88 Search for a job	89 Apply for a job	90 Interview for a job	91 Know how to maintain post-school/occupational adjustment	92 Demonstrate knowledge of competitive standards	93 Know how to adjust to changes in employment	
	21 Exhibiting Sufficient Physical & Manual Skills	94 Demonstrate stamina & endurance	95 Demonstrate satisfactory balance & coordination	96 Demonstrate manual dexterity	97 Demonstrate sensory discrimination			
	22 Obtaining Specific Occupational Skills			There are no specific subcompetencies as they depend on skill being taught				

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Appendix G

Parent Involvement

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Parent Questionnaire

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Parent Checklist

◆

Needs Assessment

◆

Parent/Guardian Transition Questionnaire

◆

Bibliography

PARENT QUESTIONAIRE

The following questions will help you think about the services your son or daughter will need after leaving the public schools. Your answers to these questions will help school staff determine how to assist you in planning and locating services for your son or daughter.

1. Please give the age, grade level and date of graduation of your son or daughter:
   Age ___ Grade: ___ Graduation Date (if known): ___

2. What are your current post-school plans for your son or daughter? Please check the appropriate spaces:

   Residential (where he/she will live):
   live at home ___ group home ___
   apartment with support ___ independent ___
   other (specify) _____

   Vocational (what type of work; where):
   no plans ___ sheltered workshop ___
   community; sheltered ___ community; competitive ___
   further training (specific type) _____
   I don't think my son or daughter will work _____

3a. Have you contacted any of the following agencies regarding postschool placements or services? Please check.

   Community Colleges _____

   Vocational Technical Institute (VTI) _____

   Private Employment Agencies _____

   Employment Security _____

   Your Child's Teacher or School _____

   Department of H & W _____

   Department of Vocational Rehabilitation (DVR) _____

   Developmental Disabilities Council _____

   Social Security Administration (SSA) _____

   Other (specify) _____

3b. Have you been contacted by any of the agencies mentioned above regarding postschool services? Yes___ No___

If yes, who contacted you? _____

When? _____ Which Agency? _____

3c. Have you been informed of any postschool placement options for your child? Yes ___ No ___

If yes, by whom? _____ Which agency? _____

4. Have you encountered any of the following problems in obtaining postschool services for your son or daughter? Please check any that apply.

Vocational training unavailable _____

Other training unavailable or inappropriate _____

Residential placements unavailable in your area _____

Residential placements inappropriate in your area _____

Transportation problems (specify type of problem) _____

_____

Getting the "run-around" from service providers _____

Lack of knowledge of available services/resources _____

Don't know where to start _____

Other (specify) _____

_____

5. In what areas do you feel that you or your son or daughter will need assistance for postschool planning? Please check all that apply.

Vocational: Work placement _____

Work Training _____

Transportation _____

Residential: Placement _____

Independent living skills training _____

Emotional support _____

	Financial support	_____
Leisure/Recreation:	Locating appropriate programs	_____
	Transportation	_____
	Emotional support	_____
Social/Legal:	Guardianship	_____
	Sexual awareness	_____
	Taking care of self	_____
	Verbal or physical abuse by others	_____

Others (specify) _____

6. What could the school district staff do to assist you in planning for your son or daughter's postschool needs?

_____

_____

_____

_____

Parent/Student Checklist for Transition Planning Areas

Financial/Income

___Earned income
___Insurance (life, annuities)
___General public assistance (H & W)
___Supplemental Security Income (SSI)
___Trust/will or similar income
___Unearned income (gifts/dividends)
___Food stamps
___Social Security Benefits
___Other support
___Other support

Vocational Training/Placement Post Secondary Education

___On The Job Training (OJT)
___Community colleges/universities
___Vocational technical centers
___Competitive employment
___Supported work models
___Rehabilitation facilities
___Joint Training Partnership Act (JTPA)
___Community based education and training
___Volunteer work

Living Arrangements

___With family
___Intermediate Care Facility for Mentally Retarded (ICF/MR)
___Semi-independent (supervised) living
___Independent living (own house/ apartment)
___Adult foster care
___Shelter care group home
___Specialized shelter care group home (training)
___Share living (roommate)
___Other

Personal Management

___Household management
___Social skills
___Parenting skills
___Personal care services
___Money management
___Hygiene skills
___Personal counseling/therapy
Behavioral, Occupational, Vision, Physical, Drug/Alcohol Abuse, Speech/Language/Hearing, Family Planning/Sex Education

Leisure/Recreation

___Specialized recreation/social activities (Special Olympics)
___Community Center programs
___Parks and recreation programs
___Hobby clubs
___Church groups
___Sports or social clubs (YMCA, Scouts, health club)
___Community colleges (craft classes art, music)
___Independent activities (e.g., bowling, tennis, etc.)

Transportation

___Independent (own car, bike, etc.)
___Specialized transportation (wheelchair van)
___Transportation
___Public transportation (bus, taxi)
___Specialized equipment (electric wheelchair)

Advocacy/Legal Services

___Guardianship
___Wills/trusts
___Conservatorship
___Other

Medical Services/Resources

___Medical care:
Intermittant care
Daily (long-term) care
___Financial Resources
Group policy available, Individual policy, Medicaid, Other
___Medical services:
General medical services
Medication supervision
Dental care
___Medical/Accident Insurance

Personal/Family Relationships

___Counseling: Genetic, Family Individual, Marriage, Crisis
___Respite Care
___Visiting Arrangements
___Churches
___Health Aide/Home Attendant
___Support Group
___Tax Deduction for Developmentally Disabled Individuals Who Reside at Home

NEEDS ASSESSMENT FOR TRANSITION PLANNING FROM SCHOOL TO COMMUNITY

Parent's Name _____ Student's Name _____

Phone: _____

Educators and parents need to think carefully about the relationship of the education of handicapped students to the eventual post-school needs of these individuals as adults.

Access to these services is not always easy or even possible without careful long-range planning for the transition of a youth from school to community.

So that we may be able to develop a working transition program, we would like you to answer the following questions which will give us some valuable information for developing such a post-school program for your child.

1. Will your child be able to enter the adult world without special support beyond the family?

2. Do you know what services are available for your student once they reach graduation?

3. Do you have short term and long term arrangements for financial support for your child?

4. Will your child have insurance?

5. Has your child been formally assessed for vocational placement?

6. What living arrangements will you expect or like your child to receive after job placement?

7. Does your child have adequate self-help skills if left unattended?

8. Does your child have favorite leisure activities? If so, what are the activities your child enjoys?

9. What kind of transportation will your child need after job placement?

10. Does your child require special medical attention?

PARENT/GUARDIAN TRANSITION QUESTIONNAIRE: A GUIDE FOR TRANSITION PLANNING

1. Have educational or other personnel talked with you about the postschool future of your son/daughter?

2. What do you want for your son/daughter during the next year, in 5 years, 10 years?

   Recreation/Leisure:

   Vocational:

   Community:

   Domestic:

3. What most concerns you about the future of your son/daughter?

4. When your son/daughter made a transition in the past, e.g., from one school to another, what were the problems encountered, if any?

5. Are you presently in contact with any agencies that will or may be involved with your son/daughter after graduation?

6. Are you aware of any community agencies that will or might be involved with your son/daughter? Do you plan on making or maintaining contact with them?

7. What do you anticipate to be your level of involvement with your son/daughter upon graduation from high school? Is this acceptable to you?

8. With whom and where would you like your son/daughter to live? Specify the nature of the living situation, e.g., apartment, house, etc.

9. Where would you like your son/daughter to work? Specify the nature of the work.

10. What recreational/leisure facilities has your son/daughter utilized? Which ones would you like him/her to use upon graduation from high school?

11. What post-secondary educational opportunities would you like your son/daughter to attend after high school?

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